

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs' Learning

- a. Cultural values & beliefs
- b. Concepts of cultural competence (cultural identities/impact)
- c. Range of resources
- d. Racism, stereotypes, discrimination effects
- e. Home/school connections
- f. Language/culture interrelationship

Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System

- a. Components of language
- b. Phonology, morphology, syntax, semantics, pragmatics
- c. Rhetorical & discourse structures
- d. Model English proficiency
- e. Similarities/differences of languages

Standard 2: Language Acquisition and Development

- a. Current and past theories
- b. Importance of home language & varieties
- c. Sociocultural, sociopolitical & psychological variables
- d. Knowledge of learner variables

Standard 3: Second Language Literacy Development

- a. Current theories
- b. Similarities/differences between L1 and L2
- c. Influence of L1 on L2
- d. Sociocultural, sociopolitical & psychological variables
- e. Impact of phonology, morphology, syntax, semantics, and discourse

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History

- a. Methods and history of SLA
- b. Current research
- c. Laws & policy evolution

Standard 2: Standards-Based ESL and Content Instruction

- a. Standards-based content and language learning objectives
- b. Listening skills
- c. Speaking skills
- d. Oral English & standards-based instruction
- e. Standards-based reading instruction
- f. Standards-based writing instruction
- g. Range of writing activities
- h. Collaboration & equitable access
- i. Listening, speaking, reading & writing activities
- j. Authentic use – activities, tasks & assignments
- k. Integrate listening, speaking, reading & writing

Standard 3: Effective Use of Resources and Technologies

- a. Accessible materials (linguistically, culturally, and age-appropriate)
- b. Variety of materials/resources (including L1)
- c. Technological resources

Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs

- a. Integrated standards-based ESOL and language content
- b. Student-centered classroom environment
- c. Differentiated learning experiences
- d. Limited Formal Schooling (LFS) learning tasks
- e. Embed assessment, scaffold & re-teach

Standard 2: Instructional Resources and Technology

- a. Accessible materials (linguistically, culturally, and age-appropriate)
- b. Variety of materials/resources (inc. L1)
- c. Technological resources

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs

- a. Purpose of assessment
- b. Variety of assessment procedures (respective of backgrounds and proficiency levels)
- c. Valid language and literacy assessments
- d. Advantages, limitations including accommodations
- e. Distinguish language differences, giftedness & special needs

Standard 2: Language Proficiency Assessment

- a. District, state & federal requirements (LULAC Consent Decree)
- b. Variety of assessment procedures (respective of backgrounds and proficiency levels)
- c. Multiple sources to assess

Standard 3: Classroom-Based Assessment for ELLs

- a. Performance-based assessments (language & literacy)
- b. Criterion-referenced assessments
- c. Various tools/techniques to assess content-area
- d. Self- and peer-assessment techniques
- e. Test-taking skills
- f. Variety of authentic assessments



FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT 2010

Strategies for English Learners (ELs) - Comprehensible Instruction

1. Teach questioning for clarification
2. Promote cooperation (small groups)
3. Encourage self-talk (positive thinking)
4. Link lesson topic to students' prior knowledge
5. Teach technical vocabulary supporting key concepts
6. Continually monitor students' comprehension
7. Show students how to use graphic organizers like semantic mapping and imaging
8. Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it.
9. Teach note-taking strategies: T-lists, time lines etc.
10. Teach think, pair and share strategies in cooperative groups
11. Place language in meaningful context
12. Teach to two objectives, language and content
13. Use preview/review activities
14. Simplify your speech by making it slower and redundant
15. Reinforce the key ideas you present again and again
16. Integrate speaking, listening, reading and writing activities
17. Provide contextual support through audio visuals, models, demonstrations, realia, body and facial expressions
18. Use commands and directions that involve overt student actions as in Total Physical Response (TPR)
19. Establish predictable classroom routines through the use of an outline on the board or bulletin board
20. List the most important words and phrases you use or plan to use in a presentation on a transparency/chalkboard
21. Record your lectures, presentations, or stories on audiotape especially for new students who are LEP
22. Give enough wait time for second language learners to respond to questions
23. Structure advance organizers consisting for new terminology that learners will encounter in the new lesson vocabulary to be reviewed
24. Incorporate the culture and the language of second language learners in your curriculum
25. Incorporate second language acquisition strategies in the curriculum
26. Maintain a library of supplementary books and workbooks written in simple English, which offer additional illustrations for problems
27. Highlight written materials for readability by enlarging the size print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another
28. Provide biographies of significant men and women from different countries
29. Offer a variety of reference materials at the students' instructional level for independent use
30. Encourage the use of diagrams and drawings as aids to identify concepts and seeing relationships
31. Write instructions and problems using shorter and less complex sentences
32. Use student pairs for team learning, especially for reports, experiments and projects
33. Limit the number of problems that must be worked according to levels of proficiency in English
34. De-emphasize speed and emphasize accuracy of work
35. Limit the number of variables in laboratory experiment
36. Ask numerous questions which require higher level thinking responses
37. Use language experience techniques in discussing concepts and ideas
38. Assign short readings for homework
39. Have students prepare collections of science objects
40. Have students prepare individual card files of subject area specific vocabulary
41. Have students compile notebooks - hypothesis, materials, procedures, data, conclusions, and field experiences
42. Have students use timelines to arrange and sequence important facts and information
43. Have students underline or highlight key words or important facts in written assignments
44. Focus on thinking skills; predict, categorize, classify, observe and report, sequence, summarize
45. Use Venn diagrams to contrast and compare activities
46. Use discovery learning activities (hands-on-activities)
47. Use information gap activities (sharing pieces of information to solve problems)
48. Use group assignments, portfolios, learning journals and non-print options as alternative assessment
49. Give students pre-lexicon assignments when introducing new topics
50. For content comprehension use a variety of comprehension activities, such as; strip stories, KWL activities, SQ3R, learning logs, role playing activities, cloze strategy, etc.